



# 1997-98 KIRIS ASSESSMENT

## Open-Response Item Scoring Worksheet

### Grade 5—Practical Living

The **academic expectation** addressed by the open-response item “Sam’s Health” is

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

The **core content** assessed by this item includes

- Strategies to promote good health and prevent disease (e.g., diet, exercise, rest)

#### Sam’s Health

Sam and his family have decided to be more healthy. They want to follow a plan for healthy meals and snacks and begin a regular exercise program.

- List TWO healthy eating choices the family could make each day to help them be more healthy.
- Explain why each choice would help them be more healthy.
- List TWO activities that could be part of their regular exercise program.
- Explain why each activity would help them be more healthy.



## SCORING GUIDE

### Grade 5 Practical Living

Score	Description
4	Student earns 11 or 12 points.
3	Student earns 9 or 10 points.
2	Student earns 6, 7, or 8 points.
1	Student earns 1, 2, 3, 4, or 5 points.
0	Student earns no points. Response is totally incorrect or irrelevant.
Blank	No response.

Possible explanations for food choices:

- does not contain sugar which has no nutritional value
- low in fat/cholesterol which can cause heart disease
- contains fiber, vitamins, protein, carbohydrates
- can prevent illness or disease

Possible explanations for activities:

- builds muscles, increases strength
- cardiovascular, builds heart muscle, raises heart rate, makes blood pump faster
- increases flexibility, coordination
- prevents injury if you stay in shape
- increases energy
- weight-bearing exercise can help strengthen bones
- helps mental/emotional/social health

**NOTE:** “Losing weight” is not, in and of itself, an explanation for why an activity is healthy.



# SCORING GUIDE

## Grade 5 Practical Living

Part of Item	Earns 1 Point	Earns 2 Points
A	<ul style="list-style-type: none"> <li>• provides 1 correct food,</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• provides 2 similar foods,</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• provides 1-2 guidelines for healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>• provides 2 correct foods</li> </ul>
C	<ul style="list-style-type: none"> <li>• provides 1 correct activity,</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• provides 2 similar activities,</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• provides 1-2 guidelines for exercise program</li> </ul>	<ul style="list-style-type: none"> <li>• provides 2 correct activities</li> </ul>

Part of Item	Earns 2 Point	Earns 4 Points
B	<ul style="list-style-type: none"> <li>• provides vague/general explanation,</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• explains only 1 food choice</li> </ul>	<ul style="list-style-type: none"> <li>• explains 2 ways foods are healthy</li> </ul>
D	<ul style="list-style-type: none"> <li>• provides vague/general explanation,</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• explains only 1 activity</li> </ul>	<ul style="list-style-type: none"> <li>• explains 2 ways activities are healthy</li> </ul>



# ANNOTATED STUDENT RESPONSE

## Grade 5 Practical Living

### Sample 4-Point Response of Student Work

#### Student Response

a.) Two eating choices that would help them is eat a serving of fruit and meat.

b.) It would help them be more healthy because fruits give you energy. Meat gives protein which your body needs to stay healthy.

c.) Two activities that would help are walking for a period of time and swimming.

d.) Walking would help because it would get your heart in shape so when you have to walk a lot you would be able to. Swimming would help because it helps you build muscle, that you need so you will be strong.

← Student identifies two healthy eating choices (i.e., fruit and meat).

← Student clearly explains how each of the two food choices would help Sam's family be more healthy (i.e., fruit gives you energy and meat gives protein which your body needs to stay healthy).

← Student correctly identifies two healthy activities that could be part of Sam's family's regular exercise program (i.e., walking and swimming).

← Student clearly explains how each of the two activities would help them be more healthy (i.e., walking would get your heart in shape and swimming would help build muscles that you need to be strong).

Overall, student demonstrates strong knowledge of strategies (i.e., food choices and activities) to promote good health. Student receives a total of 12 points for naming two healthy eating choices (2 points), clearly explaining each choice (4 points), naming two healthy activities (2 points), and clearly explaining each activity (4 points).



# ANNOTATED STUDENT RESPONSE

## Grade 5 Practical Living

### Sample 3-Point Response of Student Work

#### Student Response

A. One healthy choice is meat, peas, and corn. B. It is healthy because it has protein, not too much sodium, and it has vitamins. Another healthy choice is meat, carrots, and broccoli. B. It is healthy because it has protein, vitamins, and nutrition. Also they are not too fattening. C. One activity is to ride bikes. D. This is a good activity because you will get strong leg muscles. Another good activity is to jog for 15 minutes. D. It is healthy because you will have good cardiovascular fitness. Also you will get good consequences.

- ← Student identifies two healthy eating choices (i.e., meat and vegetables).
- ← Student generally explains how the food choices would help Sam's family to be more healthy. It is unclear, however, which food choice has the protein, doesn't have much sodium, etc. Also, response contains a minor error (i.e., some meat may be very fattening).
- ← Student identifies two healthy activities that could be part of Sam's family's regular exercise program (i.e., riding bikes and jogging for 15 minutes).
- ← Student clearly explains how each of the two activities would help them be more healthy (i.e., bike riding will help develop strong leg muscles and jogging is good for cardiovascular fitness).

Overall, the student demonstrates satisfactory understanding of strategies to promote good health. Student receives a total of 10 points for naming two healthy food choices (2 points), generally explaining each choice (2 points), naming two healthy activities (2 points), and clearly explaining each activity (4 points).



# ANNOTATED STUDENT RESPONSE

## Grade 5 Practical Living

### Sample 2-Point Response of Student Work

#### Student Response

a. Two things that Sam's family should eat would be Fruits and veggies.

b. Fruits would make them healthy because it has plenty of protein & vitamins. Veggies also have plenty of protein & vitamins.

c. Two exercises that they should do would probaly be walk and ride your bike, or rollerblade, etc.

d. Walking would make them healthy because it makes muscles and it strengthens your legs, back and thigh.

← Student identifies two healthy eating choices (i.e., fruits and vegetables).

← Student explains why fruits and vegetables are healthy food choices, but the response is not completely accurate (i.e., fruits and vegetables are not a significant source of protein).

← Student identifies several healthy activities (i.e., walk and ride your bike or rollerblade).

← Student provides an explanation for one of the activities (i.e., walking makes muscles and it strengthens your legs, back, and thighs).

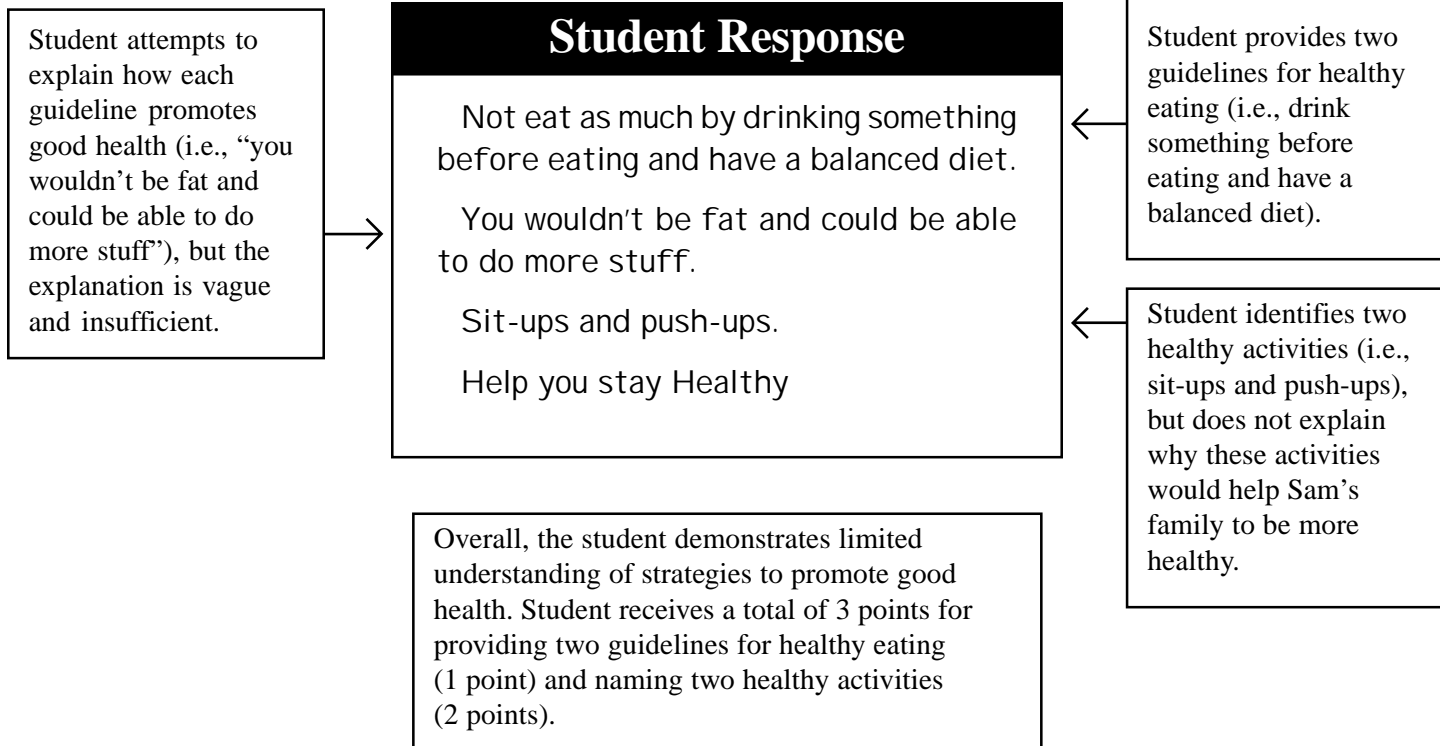
Overall, the student demonstrates some understanding of strategies to promote good health. Student receives a total of 8 points for naming two healthy eating choices (2 points), generally explaining each choice (2 points), naming three healthy activities (2 points), and providing explanation for one activity (2 points).



# ANNOTATED STUDENT RESPONSE

## Grade 5 Practical Living

### Sample 1-Point Response of Student Work





# ANNOTATED STUDENT RESPONSE

## Grade 5 Practical Living

The open-response item “Sam’s Health” assesses students’ knowledge of food choices and activities that promote good health. The instructional strategies below present ideas for helping students explore and master these concepts.

Discuss examples of healthy and unhealthy food choices and have students explain how different foods affect people’s health.

Provide examples of different healthy activities (e.g., swimming, biking, gymnastics, running, soccer) and have students discuss how each activity affects different parts of the human body.

Invite guest speakers (e.g., doctor, nurse, nutritionist, fitness instructor, professional athlete) to talk about a variety of health-related topics (e.g., healthy eating habits, physical fitness).

Have students work individually, in pairs, and/or in small groups to complete any or all of the following activities:

- Organize a “healthy” class picnic. For example, students could:
  - plan a healthy picnic menu and a variety of activities to promote good nutrition and fitness at the picnic;
  - bring healthy picnic foods to share with classmates and discuss why the foods are healthy; and write a reflective paper following the picnic, focusing on what was learned about healthy habits as a result of planning and participating in the picnic.
- Create personal plans for good health. For example, students could:
  - document their activities (e.g., what they eat, what they do) for several days and then analyze their activities for evidence of healthy eating and participation in healthy activities;
  - set specific health goals related to nutrition and exercise;
  - keep journals that document their progress toward meeting the health and fitness goals they set.
- Create a series of posters to highlight different ways to promote good health and fitness.